



Using REAIM to Plan Interventions and Evaluations in Senior Health

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Describe RE-AIM components

Apply RE-AIM components to plan a change intervention

- ▶ evaluation plan

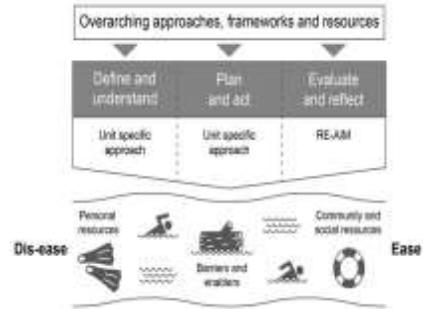
Alignment with Syllabus & Implications for Teaching Practice

REAIM is the framework of the health inquiry model to evaluate and reflect on action

Health 2019 v1.2

General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.



For all Queensland schools

Today's Topic

Homelessness

Anxiety

Road Safety

Context?
Demographic?

Understand Potential Influences



The Social Ecological Model

Understand Influences

Individual

- ▶ knowledge
- ▶ skills
- ▶ beliefs (capability)
- ▶ attitudes
- ▶ intentions, goals
- ▶ memory, attention
- ▶ regulation, coping
- ▶ emotions
- ▶ expectations, values
- ▶ self esteem

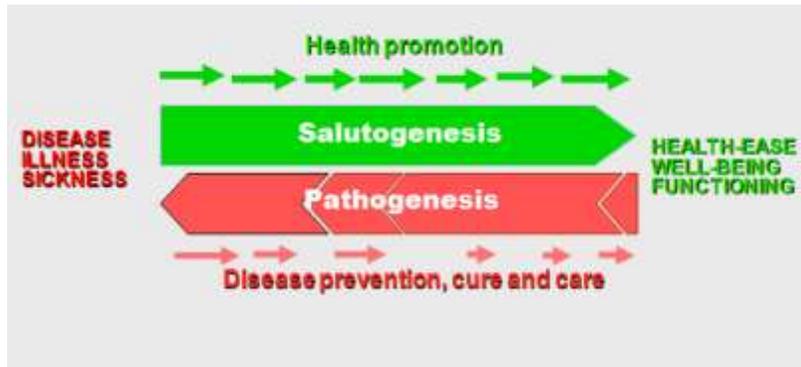
Social

- ▶ social identity
- ▶ professional role
- ▶ social support
- ▶ norms
- ▶ group cohesion
- ▶ leadership
- ▶ power
- ▶ conflict, pressure
- ▶ care responsibilities
- ▶ stigma

Environmental

- ▶ natural environment
- ▶ built environment
- ▶ policy environment
- ▶ economic environment
- ▶ cultural environment

Approach?



Planning Interventions and Evaluations RE-AIM Framework

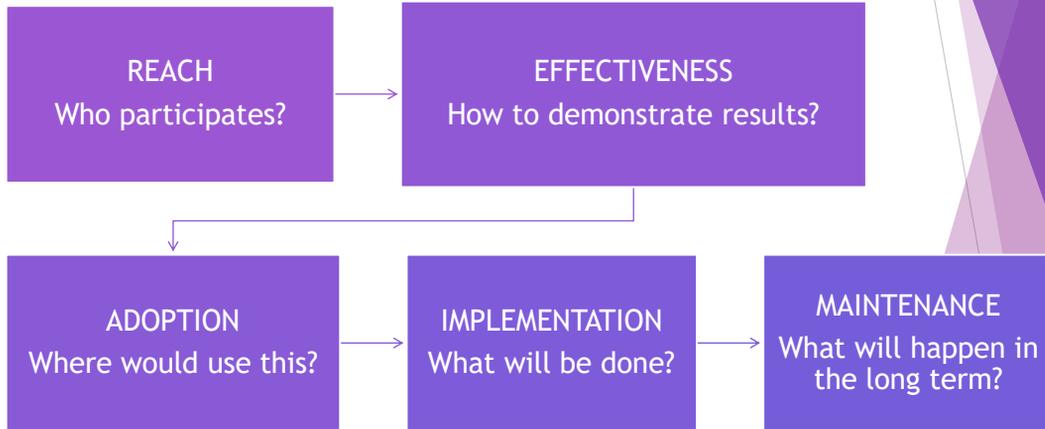


5 key dimensions of impact

Reach
Effectiveness
Adoption
Implementation
Maintenance

Individual and
Organizational

RE-AIM for Planning Interventions



Who takes part?

How can they be accessed?
How optimise equality/representativeness?

How can participation and representativeness be assessed?

Individual

What are the Outcomes?

- ▶ Primary
- ▶ Secondary
- ▶ Unintended

How can these be assessed?



EFFECTIVE

Individual



Organizational

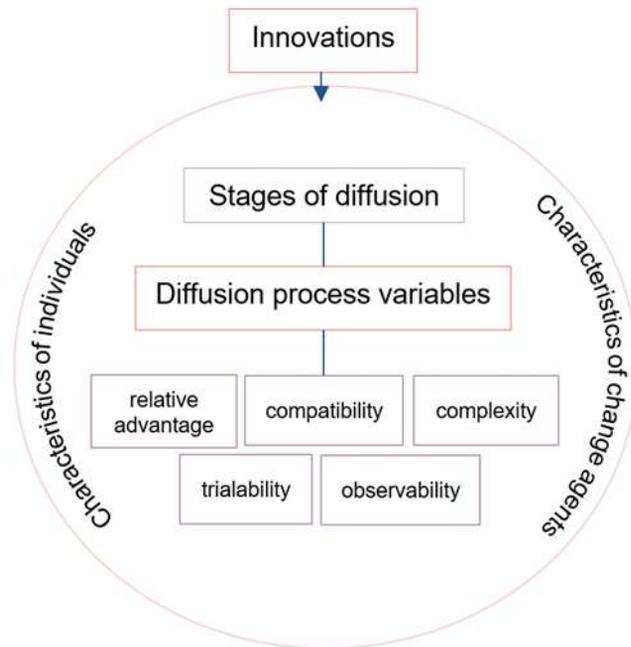
What settings could use this intervention?

How will they be aware of the intervention?

Why is the intervention attractive?

Why is the intervention unattractive?





Adoption

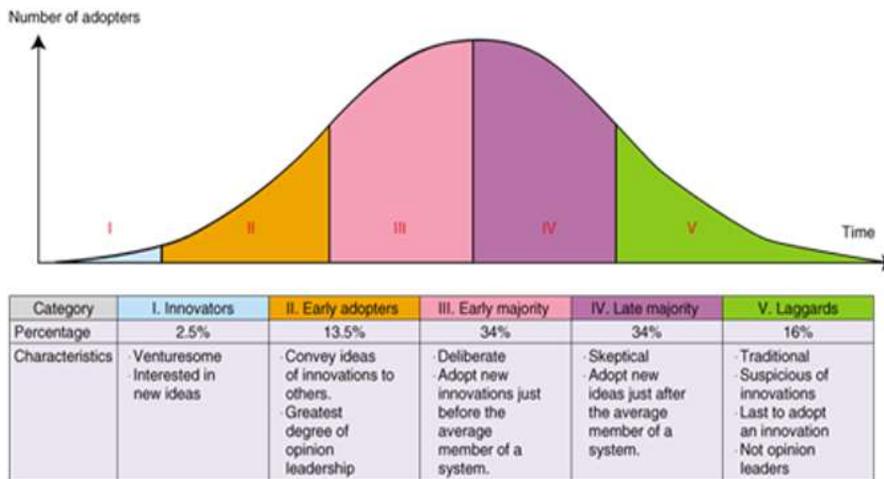


Figure 3 Innovativeness and adopter categories (Rogers, 2003).

Attributes that determine adoption speed & extent



Implementation

Individual and Organizational

What is the intervention?

- ▶ what is done?
- ▶ how is it done? when? where?
- ▶ who does it?
- ▶ what costs/resources are involved?

What variations/adaptations are possible?

How can implementation be assessed?



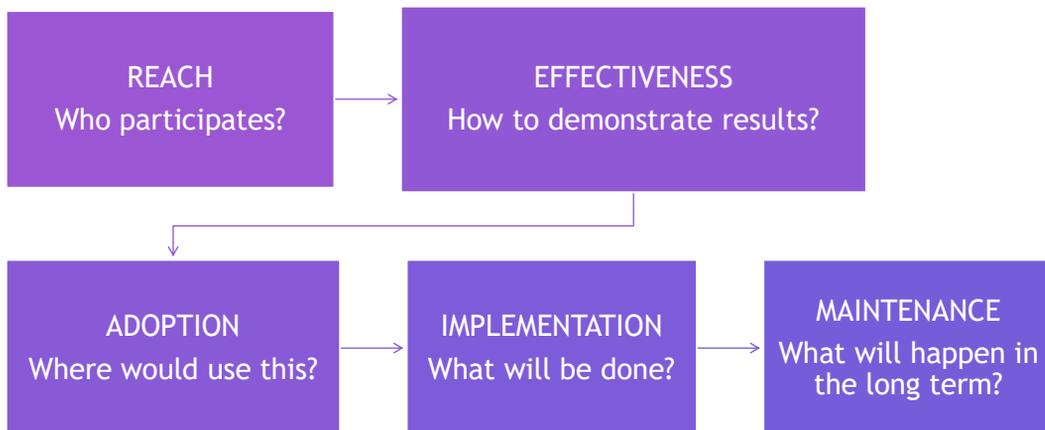
Individual and Organizational

What will happen in the long term?

- ▶ Likelihood of lasting effects for participants?
- ▶ Can the intervention be sustained by the organisation?
 - ▶ What infrastructure and resources are needed?

How can this be assessed?

RE-AIM for Planning Interventions





RE-AIM Strengths

Not just about effectiveness

Considers real world applications

Considers individuals and settings

Means of standardised reporting

RE-AIM Limitations

Framework not a theory

- ▶ what not how

Reach vs adoption

Dimensions not weighted equally

Information not always available across all dimensions (OK)



Interventions with High Impact



Engage a high proportion of eligible people who are representative of the target group, especially those most in need

Make a positive impact on desired outcomes with minimal negative impact and negative unanticipated consequences

Are adopted quickly and broadly across settings

Are delivered easily as intended, with high participant adherence

Have prolonged effects and sustained use